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Research Note 80-35

EVALUATION AND DESIGN OF A PROTOTYPE SYSTEM FOR
MANAGEMENT OF SUPERVISED ON-THE-JOB EXTENSION
TRAINING PROGRAM (SOJET)

ANNEX A

COURSE GUIDE, QUESTIONNAIRES
AND DATA TABLES

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Kinton Incorporated

TRAINING TECHNICAL AREA



U. S. Army

Research Institute for the Behavioral and Social Sciences

February 1980

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER Research Note 80-35	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Evaluation and Design of a Prototype System for Management of Supervised On-The-Job Extension Training Program (SOJET) Annex A Course Guide, Questionnaires and Data Tables	5. TYPE OF REPORT & PERIOD COVERED Final Report 15 Sep 1978 - 15 Feb 1980	
	6. PERFORMING ORG. REPORT NUMBER	
7. AUTHOR(s) C. Dennis Fink, Terrence J. Masterson and W. Daniel Dantzler	8. CONTRACT OR GRANT NUMBER(s) MDA903-78-C-2038	
9. PERFORMING ORGANIZATION NAME AND ADDRESS Kinton, Incorporated 1500 North Beauregard Street Alexandria, VA 22311	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q162722A791	
11. CONTROLLING OFFICE NAME AND ADDRESS US Army Research Institute for the Behavioral and Social Sciences, 5001 Eisenhower Avenue, Alexandria, VA 22333	12. REPORT DATE February 1980	
	13. NUMBER OF PAGES	
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)	15. SECURITY CLASS. (of this report) Unclassified	
	15a. DECLASSIFICATION/DOWNGRADING SCHEDULE	
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Correspondence Course Pretests Course Supervisor SOJECT On-the-Job Training Student Feedback One-Shot Mailing Supervised On-The-Job Extension Training Personnel Turbulence Training Program Management		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) These materials serve as a supplement to ARI Research Note 80-34. Other supplemental materials are contained in ARI Research Note 80-36.		

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

EVALUATION AND DESIGN OF A PROTOTYPE SYSTEM FOR MANAGEMENT
OF SUPERVISED ON-THE-JOB EXTENSION TRAINING PROGRAM(SOJET)
Annex A. COURSE GUIDE, QUESTIONNAIRES AND DATA TABLES

CONTENTS

Section	Page
A. SOJET Program Course Guide	A-1
B. On-Site Interviews	B-1
1. Structured Interview Forms	B-2
2. Interview Data	B-15
C. Survey of National Guard and Reserve Personnel .	C-1
1. Survey Forms	C-2
2. Survey Data	C-8
D. Survey of Individuals Requesting Information About the Program	D-1
1. Survey Forms	D-2
2. Survey Data	D-4
E. Survey of Active Army and NG/USAR Students and Supervisors	E-1
1. Survey Forms	E-2
2. Survey Data(Located in Final Report)	

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SECTION A

SOJET Program
Course Guide

U.S. Army Training Support Center

Fort Eustis, Virginia

COURSE GUIDE

SUPERVISED ON-THE-JOB EXTENSION TRAINING (SOJET)

FOR

COMBAT ARMS OPS/INTEL NCO POSITIONS



ARMY CORRESPONDENCE COURSE PROGRAM

JULY 1979

SOJET COURSE GUIDE

TABLE OF CONTENTS

	Page
Program Summary - - - - -	1
Summary of Supervisor Responsibilities - - - - -	2
Summary of Student Responsibilities - - - - -	3
Enrollment Procedures - - - - -	4
Form for Requesting Changes in SOJET Program - - - - -	7

Appendices

A. List of Subcourses

Table 1 Summary of Number of Subcourses and Student Credit Hours	A-1
Table 2 Subcourse Listing for Combat Arms Operations Sergeant (Assistant Operations Sergeant) Training - - - - -	A-2
Table 3 Subcourse Listing for Combat Arms Intelligence Sergeant (Assistant Intelligence Sergeant) Training - - - - -	A-4
Table 4 Subcourse Listing for Combat Arms Operations Assistant/ Specialist Training - - - - -	A-7
Table 5 Subcourse Listing for Combat Arms Intelligence Assistant/ Specialist Training - - - - -	A-8

B. Enrollment Application Forms and Aids

Student Enrollment Application Form (ATSC TEST FORM 145) - - - -	B-1
Supervisor Enrollment Form (TEST FORM 1a)- - - - -	B-3

C. Sample Student Training Plan - - - - - C-1

SUPERVISED ON THE JOB (SOJET) PROGRAM SUMMARY

1. The Supervised On-the-Job Extension Training (SOJET) program provides separate self-study courses for four operations and intelligence duty positions in each of four combat arms branches (Armor, Air Defense Artillery, Field Artillery and Infantry). The four duty positions are:

- Operations Sergeant (or Assistant Operations Sergeant)
(Skill levels 4-5);
- Intelligence Sergeant (or Assistant Intelligence Sergeant)
(Skill levels 4-5);
- Operations Assistant/Specialist (Skill levels 1-3); and
- Intelligence Assistant/Specialist (Skill levels 1-3).

2. Each SOJET duty position course has a number of subcourses. The subcourses are based on the same tasks as the Soldier's Manual for the related MOS and skill level. Each subcourse focuses on a major task needed in the duty position.

a. A student may enroll for a full duty position course or for any selection of subcourses.

b. Students will receive Army Correspondence Course credits for each subcourse completed. Student records will be maintained in the Army Correspondence Course Program files.

3. A person does not have to be in an OPS/INTEL duty position to enroll as a student. The courses are for persons now in an OPS/INTEL duty position, persons interested in preparing for these jobs, and persons whose Skill Qualification Test covers tasks in operations and intelligence.

4. A special requirement for this training is that each student must have a course supervisor. Ideally the duty position supervisor will use SOJET to help in the OJT of soldiers in the OPS/INTEL duty positions. When a student applies for enrollment the person who has agreed to be the course supervisor fills out a form which accompanies the student's application. This form registers the course supervisor by name and unit address. The purpose is to permit mailing subcourse tests and scoring keys directly to the student's course supervisor. Registering as a course supervisor does not enroll the supervisor as a student. The major objectives in the SOJET program are to reduce the supervisor's time in training his personnel and to make the supervisor the trainer.

a. The course supervisor helps the student identify the subcourses needed, scores the student's subcourse tests, and forwards test results for entry in the student's records.

b. For students in an OPS/INTEL duty position the course supervisor should be the student's OPS/INTEL duty supervisor. If this is not possible another officer or NCO may be approved by the student's Commander. For students not in an OPS/INTEL job the course supervisor should be an officer or NCO approved by the Commander.

SUMMARY OF SUPERVISOR RESPONSIBILITIES

1. Assist in planning and accomplishing enrollments.
 - a. Identify section's requirements and student's task training needs.
 - b. Register as student's SOJET supervisor by filling out Supervisor Registration Form.
 - c. Review and sign Student Enrollment Application form.
2. Counsel student on subcourse sequence and supervise student's progress.
 - a. Assist student in sequencing subcourses to meet local needs.
 - b. Review test results with student.
3. Administer and score subcourse tests.
 - a. Pretests
 - (1) Administer and score pretest before student begins study of subcourse material.
 - (2) Score test according to instructions in supervisor's test packet.
 - (3) Record pretest results according to instructions located in the supervisor's test packet.
 - (4) If student does not pass all requirements on pretest, he must take the entire post-test at least once.
 - b. Post-tests
 - (1) Administer and score as instructed in Supervisor's Test Packet.
 - (2) Record results on Examination Response sheet as instructed in the Supervisor's Test Packet.
 - (3) If student fails one or more requirements on first post-test, he must take a second post-test on those requirements.
 - c. Both student and supervisor Examination Response Sheets must be completed and returned as described in the Supervisor's Test Packet. The supervisor's Examination Response Sheet serves as a cross check on the student.
 - d. The nine-digit number to the left of the supervisor's name is a special number which links a student with his supervisor. It is not a social security number.
4. Notify ACCP if either you or the student are transferring while registered/enrolled in a course.
 - a. Assist the student in obtaining a new course supervisor if necessary; report the new course supervisor to ACCP.
 - b. Cancel registration as course supervisor if the student is transferred.
5. Insure that subcourse materials are safely stored and available for use when needed.
 - a. Safeguard supervisor's Test Scoring Guides.
 - b. Request replacement of lost or missing subcourse test and lesson material.

SUMMARY OF STUDENT RESPONSIBILITIES

1. Assist in planning and accomplishing enrollment.
 - a. Talk with supervisor about section's requirements and your training needs.
 - b. Enroll as a student by filling out an enrollment form.
2. Progress systematically through the subcourses.
 - a. Make sure that you receive the same subcourse packages as your supervisor.
 - b. Decide with supervisor the order in which subcourses will be studied.
 - c. Keep the lesson materials for each subcourse together until you are ready to use them.
 - d. Take the subcourse pretest before starting the lesson material. If you do not meet the performance requirements, study the lesson materials and take the post-test.
 - e. Always go over pretest and post-test results with your supervisor.
 - f. It is recommended that you use the Student Progress Record to record the subcourses you have completed.
3. Contact ACCP when necessary.
 - a. List name, social security number, and school code on all correspondence.
 - b. If your supervisor is transferred, get a new course supervisor and notify ACCP.
 - c. If you transfer, notify ACCP counselor, who will terminate your enrollment. You may re-enroll in your new assignment.
 - d. Notify ACCP if your mailing address changes.
4. Meet requirements for continuation in the program.
 - a. Your enrollment will be cancelled if there has been no report of test results by your supervisor during the first 12 months after you enroll unless you have terminated the course or obtained a waiver.

- b. For a course or for multiple subcourses:

If the total credits are 30 or less, they must be completed within one year after date of enrollment.

If the total credits are over 30, you must completed at least 30 per year.

- c. For a single subcourse enrollment you must complete the subcourse within six months.

ENROLLMENT PROCEDURES

1. FORMS: Copies of the forms used for enrollment of the student and registration of the supervisor are included in Appendix B.
2. STUDENT TRAINING PLAN (STP): The STP is used to identify section requirements and student training needs. There are three (3) STPs, one for:

OPS SGT (or Asst OPS SGT) duty position;
INTEL SGT (or Asst INTEL SGT) duty position; and,
both OPS Asst/Spec and INTEL Asst/Spec duty positions

These STPs are for local use only. Do NOT return to ACCP.

A sample STP is included in Appendix C.

3. ENROLLING PROSPECTIVE STUDENTS CURRENTLY ASSIGNED TO OPS/INTEL DUTY POSITIONS.

a. TO SUPERVISOR:

STEP 1 - Select and fill out the Student Training Plan corresponding to the duty position for which the student is training. The Student Training Plan (STP) is for your use in selecting the subcourses to be ordered. You or the student may keep the STP as a record of which subcourses you ordered.

STEP 2 - Fill out the Supervisor's Registration Form. Local reproduction is encouraged.

b. TO STUDENT APPLICANT:

STEP 1 - Ask your duty position supervisor to serve as your course supervisor. If he is unable, ask him to help you identify a senior NCO or officer willing to serve as a course supervisor.

STEP 2 - In conference with your course supervisor, complete the Student Training Plan. In doing this you will be identifying the subcourses you need to study.

STEP 3 - Fill out the Student Enrollment Application. Local reproduction is encouraged.

4. ENROLLING PROSPECTIVE STUDENTS NOT ASSIGNED TO OPS/INTEL DUTY POSITION

a. TO STUDENT APPLICANT:

STEP 1 - If you are not currently assigned to an OPS/INTEL duty position and you wish to enroll, you must ask your Unit Commander to assist you in obtaining a supervisor who will register and perform the SOJET supervisor functions described in the SOJET Course Guide. This supervisor may be the Unit Commander or another officer or NCO designated by the Unit Commander.

STEP 2 - You may complete the Student Training Plan (STP) for the chosen course. The STP is for your use in selecting the subcourse to be ordered.

STEP 3 - Fill out the Student Enrollment Application (Test Form 1b). Local reproduction is encouraged.

b. TO DESIGNATED SOJET SUPERVISOR: Fill out the SOJET Supervisor's Registration Form. Local reproduction is encouraged.

5. TO ALL APPLICANTS: Mail the enrollment and registration application forms to ACCP in the special pre-addressed colored envelope provided with the forms. The address should read:

Army Correspondence Course Program
U. S. Army Training Support Center
ATTN: 888 (OPS/INTEL)
Newport News, VA 23628

DEPARTMENT OF THE ARMY
U.S. Army Training Support Center
U.S. Army Correspondence Course Program
Newport News, Virginia 23628

ATTSC-AC-SS

Date _____

SUBJECT: Change in SOJET Program for

Student's Name

SSN

TO: Army Correspondence Course Program
US Army Training Support Center
ATTN: 888 (OPS/INTEL)
Newport News, Virginia 23628

1. The following changes are requested (check paragraph(s) that apply):

a. ____ The presently registered course supervisor will no longer be able to serve as supervisor for this student.

b. ____ A Supervisor's Registration Form for the new course supervisor is inclosed.

c. ____ The student (), supervisor () (Check one) has not been reassigned but has changed mailing address:

Mail to: _____

d. ____ The student has been/is being transferred to a new unit.
The address of that unit is: _____

e. ____ The student requests to withdraw from the program.

Signature _____

Rank _____

Printed Name _____

SSN _____

Unit Designation

Unit Address

DATA REQUIRED BY THE PRIVACY ACT

AUTHORITY:	10 USC 3012 (B) and (G)
PRINCIPAL PURPOSE:	To obtain information necessary by Army schools to administer student participation in the Army correspondence course program.
ROUTINE USES:	Used by Army schools to obtain basic data needed to determine eligibility for enrollment, process applications, maintain student records, and perform all other administrative functions inherent in student administration.
DISCLOSURE:	Mandatory. Failure to provide this information could result in the applicant not being able to participate in the program.

Test Form 9a, July 1979. Replaces TF 9 of 9 FEB 78 Local Reproduction Authorized

TABLE 1
SUMMARY OF NUMBER OF SUBCOURSES AND STUDENT CREDIT
HOURS FOR SOJET OPERATIONS/INTELLIGENCE COURSES

	Air Defense Artillery	Armor	Artillery	Infantry
OPERATIONS SGT/ASSISTANT OPERATIONS SGT COURSE				
Number of Core Subcourses (for all Combat Arms)	14	14	14	14
Number of Special Subcourses (specific to a Branch)	5	5	4	2
Total Number of Subcourses	19	19	18	16
Total Student Credit Hours	53	48	49	51
INTELLIGENCE SGT/ASSISTANT INTELLIGENCE SGT COURSE				
Number of Core Subcourses (for all Combat Arms)	11	11	11	11
Number of Special Subcourses (specific to a Branch)	5	4	5	3
Total Number of Subcourses	16	15	16	14
Total Student Credit Hours	39	32	35	34
OPERATIONS ASSISTANT/SPECIALIST COURSE				
Number of Core Subcourses (for all Combat Arms)	4	4	4	4
Number of Special Subcourses (specific to a Branch)	6	0	0	1
Total Number of Subcourses	10	4	4	5
Total Student Credit Hours	44	19	19	25
INTELLIGENCE ASSISTANT/SPECIALIST COURSE				
Number of Core Subcourses (for all Combat Arms)	7	7	7	7
Number of Special Subcourses (specific to a Branch)	6	0	0	1
Total Number of Subcourses	13	7	7	8
Total Student Credit Hours	48	23	23	25

TABLE 2

SUBCOURSE LISTING FOR COMBAT ARMS OPERATIONS SERGEANT (ASSISTANT OPERATIONS SERGEANT) TRAINING

SUBCOURSE/LESSON TITLE	SUPERVISOR'S TEST PACKET #	STUDENT'S LESSON PACKET #	STUDENT CREDIT HOURS
<u>I. CORE SUBCOURSES (ALL BRANCHES)</u>			
MAINTAIN PUBLICATIONS #1. Use Chargeout Card #2. Determine Publications for Library. #3. Request Publications and Update Master List. #4. Supervise Posting of Changes to Publications.	US0001	OS0001	3
SUPERVISE PREPARATION OF CORRESPONDENCE #1. Proof Military Letters. #2. Proof Indorsements. #3. Proof Disposition Forms. #4. Proof Non-Military Letters and Memorandums.	US0002	OS0002	3
SUPERVISE MAINTENANCE OF ARMY FUNCTIONAL FILES	US0003	OS0003	2
MANAGE TRAINING RESOURCES #1. Coordinate Training Schedules. #2. Prepare Training Ammo Forecast.	US0004	OS0004	2
EVALUATE CONDUCT OF TRAINING #1. Prepare for Observation of Training. #2. Observe Conduct of Training. #3. Evaluate Training.	US0005	OS0005	2
PREPARE UNIT READINESS REPORT	US0006	OS0006	3
PLAN AND COORDINATE CEREMONIES #1. Determine Support Requirements. #2. Determine Sequence of Events. #3. Prepare Letter of Instruction (LOI).	US0007	OS0007	4
SUPERVISE PREPARATION OF BRIEFING CHARTS	US0008	OS0008	1
PREPARE LOADING CARDS FOR GROUND/AIR MOVEMENT	US0009	OS0009	1
PREPARE FOR GROUND MOVEMENT OPERATIONS #1. Organize the Steps to be Performed. #2. Develop Vehicle Load and Road Movement Plans. #3. Prepare Road Movement Strip Map. #4. Assemble Road Movement Operations Order (OPORD). #5. Assemble Information for FRAG Order.	US0010	OS0010	4
PREPARE FOR AIR DEPLOYMENT #1. Determine Aviation Requirements to Support Movement. #2. Prepare Loading Plans for an Air Movement. #3. Assemble Air Movement Operations Order (OPORD). #4. Prepare Briefing on Movement.	US0011	OS0011	5
SUPERVISE THE ESTABLISHMENT/DISPLACEMENT OF THE TACTICAL OPERATIONS CENTER (TOC).	US0012	OS0012	1

TABLE 2 OPERATIONS SERGEANT (ASSISTANT OPERATIONS SERGEANT) TRAINING (cont'd)

SUBCOURSE/LESSON TITLE	SUPERVISOR'S TEST PACKET #	STUDENT'S LESSON PACKET #	STUDENT CREDIT HOURS
SUPPORT CONDUCT OF FIELD OPERATIONS #1. Supervise the Encoding/Decoding of Messages. #2. Supervise Maintenance of SITMAP. #3. Prepare Situation Report (SITREP). #4. Monitor Operations. #5. Request Close Air Support.	US0013	OS0013	7
MAINTAIN OPERATION RECORDS #1. Supervise Posting of Daily Staff Journal. #2. Maintain S-3 Workbook.	US0014	OS0014	1
<u>II. SPECIAL SUBCOURSES - AIR DEFENSE ARTILLERY</u>			
COORDINATE FIRE SUPPORT PLANS	UI0866	OI0866	3
COORDINATE USE OF DIVISION AIR SPACE	UI0867	OI0867	4
COORDINATE INFORMATION OF DIVISION ADA OPERATIONS WITH AADGPS	UI0868	OI0868	3
PERFORM C/V FIRE COORDINATIONS/LIAISON CHIEF DUTIES	UI0869	OI0869	2
PERIMETER DEFENSE	UI0870	OI0870	2
<u>III. SPECIAL SUBCOURSES - ARMOR</u>			
PREPARE AIRCRAFT MANIFESTS	UR1490	OR1490	2
COORDINATE ENGINEER REQUIREMENTS TO SUPPORT OPLAN/OPORD	UR1495	OR1495	1
COORDINATE COMMUNICATIONS REQUIREMENTS TO SUPPORT OPLAN/OPORD	UR1496	OR1496	2
ASSIST IN PLANNING BATTALION TACTICAL SECURITY	UR1497	OR1497	2
PREPARE OPERATIONS REPORTS	UR1498	OR1498	2
<u>IV. SPECIAL SUBCOURSES - FIELD ARTILLERY</u>			
PREPARE A CONSOLIDATED TARGET LIST AND OVERLAY	UA6102	OA6102	3
PREPARE SCHEDULES FOR FA FIRES	UA6104	OA6104	3
IDENTIFY MISSIONS, CAPABILITIES, LIMITATIONS, AND EMPLOYMENT CONSIDERATIONS OF FIELD ARTILLERY RADAR	UA6105	OA6105	2
ASSEMBLE A FIRE SUPPORT PLAN AND PREPARE IT FOR DISTRIBUTION	UA6106	OA6106	2
<u>V. SPECIAL SUBCOURSES - INFANTRY</u>			
ORDERS AND PLANS	UN0711	ON0711	6
TACTICAL MARCH PLANNING #1. Prepare a Road Movement Graph #2. Prepare a Road Movement Table #3. Extract Information from a Route Reconnaissance	UN0712	ON0712	6

TABLE 3

SUBCOURSE LISTING FOR COMBAT ARMS INTELLIGENCE SERGEANT (ASSISTANT INTELLIGENCE SERGEANT) TRAINING

SUBCOURSE/LESSON TITLE	SUPERVISOR'S TEST PACKET	STUDENT'S LESSON PACKET	STUDENT CREDIT HOURS
1. CORE SUBCOURSES (ALL BRANCHES)			
MAINTAIN PUBLICATIONS #1. Use Charegout Card. #2. Determine Publications for Library. #3. Request Publications and Update Master List. #4. Supervise Posting of Changes to Publications.	US0001	OS0001	3
SUPERVISE PREPARATION OF CORRESPONDENCE #1. Proof Military Letters. #2. Proof Indorsements. #3. Proof Disposition Forms. #4. Proof Non-Military Letters and Memorandums.	US0002	OS0002	3
SUPERVISE MAINTENANCE OF ARMY FUNCTIONAL FILES	US0003	OS0003	2
SUPERVISE PROCESSING OF SECURITY CLEARANCES #1. Organize the Steps to be Performed. #2. Conduct Local Files Check. #3. Supervise Preparation of Security Investigation Request Forms. #4. Supervise Processing of Incoming Personnel. #5. Supervise Preparation of Correspondence for Suspension/Revocation of Security Clearances.	US0015	OS0015	3
MAINTAIN CONTROLS OVER CLASSIFIED DOCUMENTS #1. Prepare Security Containers. #2. Supervise Maintenance of Classified Item Control Registers. #3. Supervise Preparation of Classified Documents. #4. Supervise Downgrading and Declassifying Classified Documents. #5. Enforce Procedures for Controlling Reproduction of Classified Material. #6. Supervise the Transmission of Classified Material. #7. Review: Tasks to be Performed in Controlling Classified Documents.	US0016	OS0016	3
PERFORM REQUIRED PROCEDURES FOR DESTROYING CLASSIFIED DOCUMENTS #1. Perform Routine Destruction Procedures. #2. Perform Emergency Removal and Destruction Procedures.	US0017	OS0017	1
UPDATE SECURITY CHECKLISTS	US0018	OS0018	1
PROVIDE INTELLIGENCE INPUT FOR S-2 SUPPORT OF UNIT OPERATIONS #1. Determine Map Sheets to Support Unit Operations. #2. Task Collection Agencies to Collect Intelligence Information. #3. Prepare Intelligence Annex to Operations Order (OPORD). #4. Request Remote Sensors (REMS) Support. #5. Request Aerial Imagery/Reconnaissance Missions.	US0019	OS0019	3

TABLE 3 INTELLIGENCE SERGEANT (ASSISTANT INTELLIGENCE SERGEANT) TRAINING (cont'd)

<u>SUBCOURSE/LESSON TITLE</u>	<u>SUPERVISOR'S TEST PACKET #</u>	<u>STUDENT'S LESSON PACKET #</u>	<u>STUDENT CREDIT HOURS</u>
EVALUATE UNIT'S USE OF CAMOUFLAGE AND CONCEALMENT	US0020	OS0020	1
PROCESS CAPTURED MATERIALS AND PRISONERS	US0021	OS0021	1
#1. Process Prisoners of War.			
#2. Supervise Processing of Captured Documents and Equipment.			
COLLECT, PROCESS AND TRANSMIT INTELLIGENCE INFORMATION	US0022	OS0022	4
#1. Supervise Preparation of NBC-1 Reports.			
#2. Supervise Preparation and Transmittal of Spot Reports.			
#3. Supervise Maintenance of Enemy Situation Map (SITMAP).			
#4. Maintain S-2 Workbook.			
#5. Prepare Intelligence Summary (INTSUM).			
#6. Brief Personnel on Enemy Situation.			
<u>II. SPECIAL SUBCOURSES - AIR DEFENSE ARTILLERY</u>			
COORDINATE FIRE SUPPORT PLANS	UI0866	OI0866	3
COORDINATE USE OF DIVISION AIR SPACE	UI0867	OI0867	4
COORDINATE INFORMATION OF DIVISION ADA OPERATIONS WITH AACPS	UI0868	OI0868	3
PERFORM C/V FIRE COORDINATIONS/LIAISON CHIEF DUTIES	UI0869	OI0869	2
PERIMETER DEFENSE	UI0870	OI0870	2
<u>III. SPECIAL SUBCOURSES - ARMOR</u>			
RECOMMEND/REQUEST GROUND SURVEILLANCE RADAR (GSR)	UR1491	OR1491	2
PLAN RECONNAISSANCE PATROLS	UR1492	OR1492	2
PREPARE SURVEILLANCE DIAGRAM	UR1493	OR1493	1
PREPARE/SUBMIT STANDARD SHELLING, MORTARING, OR BOMBING REPORT	UR1494	OR1494	2

TABLE 3 INTELLIGENCE SERGEANT (ASSISTANT INTELLIGENCE SERGEANT) TRAINING (cont'd)

SUBCOURSE/LESSON TITLE	SUPERVISOR'S TEST PACKET #	STUDENT'S LESSON PACKET #	STUDENT CREDIT HOURS
<u>IV. SPECIAL SUBCOURSES - FIELD ARTILLERY</u>			
CONSTRUCT AND MAINTAIN A TARGET INDICATORS MAP	UA6101	OA6101	2
INSURE THAT PERSONNEL ARE ELIGIBLE FOR THE NUCLEAR SURETY PROGRAM	UA6103	OA6103	2
IDENTIFY MISSIONS, CAPABILITIES, LIMITATIONS, AND EMPLOYMENT CONSIDERATION OF THE SOUND/FLASH PLATOON/SECTION	UA6107	OA6107	2
IDENTIFY MISSIONS, CAPABILITIES, LIMITATIONS AND EMPLOYMENT CONSIDERATIONS OF MET SECTIONS	UA6108	OA6108	2
IDENTIFY THE PURPOSES AND OPERATIONS OF A SURVEY AND THE PERSONNEL IN A FIELD ARTILLERY BATTALION SURVEY SECTION	UA6109	OA6109	2
<u>V. SPECIAL SUBCOURSES - INFANTRY</u>			
INTELLIGENCE AND PATROLLING	UN0713	ON0713	2
#1. Prepare a Patrol Plan			
#2. Patrol Debriefing			
PREPARE/SUBMIT STANDARD SHELLING, MORTARING, OR BOMBING REPORT	UR1494	OR1494	2
INTELLIGENCE COLLECTION PLANNING	UN0715	OR0715	5
#1. Develop and Use an Intelligence Estimate			
#2. Prepare General Surveillance Radar Plan			

TABLE 4

SUBCOURSE LISTING FOR COMBAT ARMS OPERATIONS ASSISTANT/SPECIALIST TRAINING

SUBCOURSE/LESSON TITLE	SUPERVISOR'S TEST PACKET #	STUDENT'S LESSON PACKET #	STUDENT CREDIT HOURS
<u>I. CORE SUBCOURSES (ALL BRANCHES)</u>			
UPDATE MILITARY PUBLICATIONS	US0023	OS0023	2
PREPARE CORRESPONDENCE	US0024	OS0024	9
#1. Prepare a Single-Address, One-Page Military Letter (TEC Lesson No. 500-121-8101-Workbook). #2. Prepare a Multi-Page, Multi-Address Military Letter with Inclosures (TEC Lesson No. 500-121-8102-Workbook). #3. Prepare an Indorsement (TEC Lesson No. 500-121-8103-Workbook). #4. Type Disposition Form and Response Comments (TEC Lesson No. 500-121-8107-A). #5. Prepare a Non-Military Letter and a Memorandum (TEC Lesson No. 500-121-8113-A)			
MAINTAIN FUNCTIONAL FILES	US0025	OS0025	3
RECEIVE AND RECORD INFORMATION DURING FIELD OPERATIONS	US0026	OS0026	5
#1. Encode/Decode Messages. #2. Maintain Situation Map (SITMAP). #3. Prepare and Update Briefing Charts. #4. Post Daily Staff Journal.			
<u>II. SPECIAL SUBCOURSES - AIR DEFENSE ARTILLERY</u>			
BACKWARD PRINTING	UI0860	OI0860	2
GEOREF	UI0861	OI0861	3
POST INFORMATION ON DEFENSE STATUS AND TACTICAL ACTIONS BOARDS	UI0862	OI0862	4
POST INFORMATION ON OPERATIONS BOARD/AADCP EARLY WARNING BOARDS	UI0863	OI0863	9
ESTABLISH TACTICAL AND LIAISON AM/FM RADIO NETS	UI0864	OI0864	4
ESTABLISH TACTICAL WIRE NETS	UI0865	OI0865	3
<u>III. SPECIAL SUBCOURSES - INFANTRY</u>			
ORDERS AND PLANS	UN0711	ON0711	6

TABLE 5

SUBCOURSE LISTING FOR COMBAT ARMS INTELLIGENCE ASSISTANT/SPECIALIST TRAINING

SUBCOURSE/LESSON TITLE	SUPERVISOR'S TEST PACKET #	STUDENT'S LESSON PACKET #	STUDENT CREDIT HOURS
<u>I. CORE SUBCOURSES (ALL BRANCHES)</u>			
UPDATE MILITARY PUBLICATIONS	US0023	OS0023	2
PREPARE CORRESPONDENCE	US0024	OS0024	9
#1. Prepare a Single-Address, One-Page Military Letter (TEC Lesson No. 500-121-8101-Workbook). #2. Prepare a Multi-Page, Multi-Address Military Letter with Inclosures (TEC Lesson No. 500-121-8102-Workbook). #3. Prepare an Indorsement (TEC Lesson No. 500-121-8103-Workbook). #4. Type Disposition Form and Response Comments (TEC Lesson No. 500-121-8107-A). #5. Prepare a Non-Military Letter and a Memorandum (TEC Lesson No. 500-121-8113-A).			
MAINTAIN FUNCTIONAL FILES	US0025	OS0025	3
PROCESS SECURITY CLEARANCES	US0027	OS0027	3
#1. Steps in Requesting Security Clearances. #2. Prepare Security Investigation Request Forms. #3. Validate Security Clearances of Unit Personnel #4. Take Security Actions When Clearances are Suspended/Revoked.			
PERFORM CLASSIFIED DOCUMENT CONTROL PROCEDURES	US0028	OS0028	3
#1. Maintain Classified Item Control Registers. #2. Prepare Classified Documents. #3. Downgrade and Declassify Classified Documents. #4. Prepare Classified Material for Transmission. #5. Review: Tasks to be Performed in Controlling Classified Documents.			
PROCESS CAPTURED DOCUMENTS AND EQUIPMENT	US0029	OS0029	1
RECEIVE, RECORD AND TRANSMIT INTELLIGENCE INFORMATION	US0030	OS0030	2
#1. Prepare NBC-1 Reports. #2. Prepare Spot Reports (SPOTREP). #3. Maintain Situation Map (SITMAP) on Enemy Forces.			

TABLE 5 SUBCOURSE LISTING FOR COMBAT ARMS INTELLIGENCE ASSISTANT/SPECIALIST TRAINING (cont'd)

SUBCOURSE/LESSON TITLE	SUPERVISOR'S TEST PACKET	STUDENT'S LESSON PACKET	STUDENT CREDIT HOURS
<u>II. SPECIAL SUBCOURSES - AIR DEFENSE ARTILLERY</u>			
BACKWARD PRINTING	UI0860	OI0860	2
GEOREF	UI0861	OI0861	3
POST INFORMATION ON DEFENSE STATUS AND TACTICAL ACTIONS BOARDS	UI0862	OI0862	4
POST INFORMATION ON OPERATIONS BOARD/AADCP EARLY WARNING BOARDS	UI0863	OI0863	9
ESTABLISH TACTICAL AND LIAISON AM/FM RADIO NETS	UI0864	OI0864	4
ESTABLISH TACTICAL WIRE NETS	UI0865	OI0865	3
<u>III. SPECIAL SUBCOURSE - INFANTRY</u>			
INTELLIGENCE AND PATROLLING	UN0713	ONG713	2
#1. Prepare a Patrol Plan			
#2. Patrol Debriefing			

STUDENT ENROLLMENT APPLICATION Supervised On-The-Job Extension Training (SOJET) ARMY CORRESPONDENCE COURSE PROGRAM <small>For use of this form, see SOJET Course Guide. The proponent agency is TRADOC.</small>						DATE	
DATA REQUIRED BY THE PRIVACY ACT							
AUTHORITY:		10 USC 3012 (B) and (G)					
PRINCIPAL PURPOSE:		To obtain information necessary by Army schools to administer student participation in the Army correspondence course program.					
ROUTINE USES:		Used by Army schools to obtain basic data needed to determine eligibility for enrollment, process applications, maintain student records, and perform all other administrative functions inherent in student administration.					
DISCLOSURE:		Mandatory. Failure to provide this information could result in the applicant not being able to participate in the program.					
SUBMIT ONE COPY. SEE INSTRUCTIONS ON REVERSE							
1. THRU: (Unit to which assigned)							
SEQ NO 4 15	TRANS CODE 16	TITLE OF APPROVING OFFICIAL <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>					
UNIT ADDRESS LINE 1 UNIT DESIGNATION (May not be left blank) <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>							
UNIT ADDRESS LINE 2 P. O. BOX OR STREET (May be left blank) <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>							
SEQ NO 5 15	TRANS CODE 16	UNIT ADDRESS LINE 3 CITY, POST OR APO STATE ZIP CODE <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>					
2. FROM: (Mailing address to which subcourses are to be sent)							
LAST NAME - FIRST NAME - MIDDLE INITIAL <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>							
STUDENT ADDRESS LINE 1 UNIT DESIGNATION OR P.O. BOX OR STREET (May not be left blank) <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>							
COURSE SUPERVISOR'S LAST NAME - FIRST NAME - MIDDLE INITIAL <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>							
SEQ NO 3 15	TRANS CODE 16	STUDENT ADDRESS LINE 2 CITY, POST OR APO STATE ZIP CODE <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>					
3. I REQUEST ENROLLMENT IN:							
a. Check here if enrollment is for a complete course (check only one course title and one branch) <input type="checkbox"/> Operations SGT <input type="checkbox"/> Operations Asst/Spec <input type="checkbox"/> Armor <input type="checkbox"/> Field Artillery <input type="checkbox"/> Intelligence SGT <input type="checkbox"/> Intelligence Asst/Spec <input type="checkbox"/> Infantry <input type="checkbox"/> Air Defense Artillery							
b. <input type="checkbox"/> Check here if enrollment is for selected subcourses only. List these subcourses in Item 5 of the Supervisor's Registration Form.							
c. <input type="checkbox"/> Check here if you are currently or have been previously enrolled as a SOJET student.							
4. FILL IN ALL BLOCKS EXCEPT SHADED BLOCKS. SHADED BLOCKS ARE FOR SCHOOL USE ONLY.							
SCHOOL CODE 1 1	RECORD CODE G 4	STUDENT'S SSN <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>		SEQ NO 1 15	TRANS CODE 16	ENR CODE 17	PHASE 18
COURSE NUMBER 20 20	SUBCOURSE NUMBER <div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>		SUBCOURSE SEO CODE 29 29	NUMERIC GRADE 32 32	ENR VAR 35 35	GROUP NUMBER OR ID 36 36	
PERS CLASS 50 50	COMP CODE 51 51	BRANCH 53 53	RANK 56 56	BULK S/C REQD 59 59		REP QTY 62 62	
RYE DATE DAY 64 64	MONTH 66 66	YEAR 68 68	DAY 70 70	EYE DATE MONTH 72 72	YEAR 74 74	CREDIT HOURS ACCUMULATED EYE 76 76	
RYE 78 78							

5. STUDENT DATA:

STUDENT SSN									RT	CARD NO.		DAY		MONTH		YEAR	ACTIVE DUTY RANK	
1								9	10	11	12	13	14	15	16	17	18	20

MAT'L GUARD/USAR RANK (IF APPLICABLE)		TOTAL MONTHS OF ACTIVE DUTY (ARMY)		PRIMARY MOS				CURRENT MOS		TOTAL MONTHS IN: CURRENT SKILL LEVEL	
21	23	25	27	28			32	34	36	38	40

PRESENT DUTY POSITION		TOTAL MONTHS IN PRESENT DUTY (CURRENT UNIT)		TOTAL MONTHS IN OPS/INTEL DUTY (ALL ASSIGNMENTS)				COURSE BRANCH		COURSE DUTY POSITION	
41		42	43	45			47	48		49	

50 TYPE OF ENROLLMENT

(1) Operations SGT (2) Asst. Operations SGT (3) Intelligence SGT (4) Asst. Intelligence SGT (5) Operations Asst/Spec (6) Intelligence Asst/Spec (7) Other (please print):

6. I REALIZE I MUST COMPLETE THIS INSTRUCTION WITHIN THE TIME LIMITS ESTABLISHED BY THE SCHOOL COMMANDANT AND I INTEND TO MEET THE REQUIREMENTS

(Primary MOS Including Skill Level) (Grade) (Signature of Applicant) (Sign in Ink)

7. COURSE SUPERVISOR: GRADE _____ SSN _____
SIGNATURE _____ DATE _____

8. UNIT COMMANDER: NAME _____ RANK _____
SIGNATURE _____ DATE _____

Information pertaining to enrollment qualifications, submission of applications and courses available are contained in the SQJET Course Guide.

INSTRUCTIONS TO APPLICANTS

Complete by legibly block printing only in areas that are not shaded. If additional space is required, attach separate sheets. DO NOT fill in shaded areas. Areas/blocks which contain hash marks may be used to keypunch data for use in automated systems; enter only one character per hashmark, e.g., **071431121142** **SISG**

ITEM 1. On the first line enter title of approving official; for example the word "Commander" if in military unit. Skip a block between the words; for example, **41TH1PISYOPIC0**
State and Zip Code may be left blank if unit address line 3 contains an APO number. State is a two-letter abbreviation; for example, Virginia is VA, New York is NY.

ITEM 2. Skip a block between words as shown in example, Item 1 above. State and ZIP may be left blank if unit address line 3 contains an APO number. State is a two-letter abbreviation; for example, Virginia is VA, New York is NY.

ITEM 3. Request only one course and one branch.

ITEM 4. Student's SSN. SSN without dashes. Foreign students leave blank.

Comp Code. Enter one of the following, for example, if RA Enl, enter 03.

01 - RA/AUS GO	08 - NGUS OFF/WO	16 - USAP
02 - RA/AUS OFF/WO	09 - USAR Enl	17 - USN
03 - RA/AUS Enl	10 - NGUS Enl	18 - UBCG
04 - NGUS GO	12 - NDCC/ROTC/JR	19 - USMC
05 - USAR GO	13 - FGN MIL	20 - CADET
06 - RET GO	14 - US CIV	
07 - USAR OFF/WO	15 - FGN CIV	

Branch. Officers/WO enter branch. All others leave blank.

Rank. RA warrant officers and enlisted personnel who hold a Reserve commission enrolling in career development courses must enroll in their Reserve capacity. Enter grade (rank), for example, PPC, SSG, SGM, MAJ.

RYE Date. USAR applicants not on extended active duty will enter the anniversary date of their retirement year, for example, 2 June = 0206. If unsure of this date see your company clerk.

ITEMS 5, 6, 7 & 8 are self explanatory.

Pers Class. Civilian = C, General Officer = G, Commissioned officer = O, Warrant officer = W, Enlisted = E, Cadets = D and Foreign students = F.

SUPERVISOR'S REGISTRATION FORM
Supervised On-The-Job Extension Training (SOJET)
ARMY CORRESPONDENCE COURSE PROGRAM

For use of this form, see SOJET Course Guide; the proponent agency is TRADOC.

DATE

DATA REQUIRED BY THE PRIVACY ACT

AUTHORITY: 10 USC 3012 (b) and (g)
PRINCIPAL PURPOSE: To obtain information necessary by Army schools to administer student participation in the Army correspondence course program.
ROUTINE USES: Used by Army schools to obtain basic data needed to determine eligibility for enrollment, process applications, maintain student records, and perform all other administrative functions inherent in student administration.
DISCLOSURE: Mandatory. Failure to provide this information could result in the applicant not being able to participate in the program.

SUBMIT ONE COPY. SEE INSTRUCTIONS ON REVERSE

1. THRU: (Unit to which assigned)

TITLE OF APPROVING OFFICIAL

SEQ NO
4

TRANS CODE

21 UNIT ADDRESS LINE 1 UNIT DESIGNATION (May not be left blank) 40

41 UNIT ADDRESS LINE 2 P.O. BOX OR STREET (may be left blank) 60

61 UNIT ADDRESS LINE 3 CITY, POST OR APO STATE ZIP CODE 80

21 33 34 35 36 40

SEQ NO
5

TRANS CODE

2. FROM: (Mailing address to which Supervisor's materials are to be sent)

SUPERVISOR'S LAST NAME - FIRST NAME - MIDDLE INITIAL

SEQ NO
2

TRANS CODE

21 ADDRESS LINE 1 UNIT DESIGNATION OR PU BOX OR STREET (may not be left blank) 40

41 STUDENT'S LAST NAME - FIRST NAME - MIDDLE INITIAL 60

61 SUPERVISOR'S ADDRESS LINE 2 CITY, POST OR APO 80

21 33 34 35 36 40

SEQ NO
3

TRANS CODE

3. I REQUEST REGISTRATION AS THE OJT SUPERVISOR OF

(Student's last name)

(Student's SSN)

a. Send me the Supervisor's Subcourse Test Packets corresponding to the subcourses for which the student has enrolled:

(1) Student has enrolled in the following course (check course title and branch):

___ Operations SGT ___ Operations Asst/Spec ___ Armor ___ Field Artillery
 ___ Intelligence SGT ___ Intelligence Asst/Spec ___ Infantry ___ Air Defense Artillery

(2) ___ Check here if enrollment is for selected subcourses only: List these subcourses in Item 5.

b. ___ Check here if you currently are or have been registered as a SOJET Supervisor.

FILL IN ALL BLOCKS EXCEPT SHADED BLOCKS - SHADED BLOCKS ARE FOR SCHOOL USE ONLY.

SCHOOL CODE		RECORD CODE	SUPV EIN		SEQ NO	TRANS CODE	ENR CODE	PHASE
1 2 3		4	5 6 7 8 9 10 11 12 13		14	15	16	17
COURSE NUMBER		SUBCOURSE NUMBER		SUBCOURSE SEQ CODE	NUMERIC GRADE	ENR VAP	GROUP NUMBER OR ID	
18 19 20 21 22		23 24 25 26 27 28		29 30 31	32 33 34	35	36 37 38	
PERS CLASS	COMP CODE	BRANCH	RANK	BULK S/C REQD	REP QTY			
39	40 41 42	43 44	45 46	47 48 49	50 51			

5. If the student has enrolled for selected subcourses only, list the subcourse numbers in order, in the spaces provided below (see instructions). Attach additional sheet if more spaces needed.

U	U	U	U	U
U	U	U	U	U
U	U	U	U	U
U	U	U	U	U
U	U	U	U	U

6. The following will be completed by the Course Supervisor:

Primary MOS _____ SSN _____ AUTOVON _____

PRESENT DUTY POSITION				SIGNATURE			
RANK	BRANCH	PRIMARY MOS	DUTY POSITION	ZIP CODE	GROUP NUMBER OR ID	TRANS CODE	
52	54	55	56	60	61	62	
63	64	65	66	67	68	69	
70	71	72	73	74	75	76	
77	78	79	80	81	82	83	

7. The following must be completed by the Supervisor's Commander.

SIGNATURE AND GRADE _____ DATE _____

Complete by legibly block printing only in areas that are not shaded. DO NOT fill in shaded areas. Areas/blocks which contain hash marks may be used to keypunch data for use in automated systems; enter only one character per hashmark.

EXAMPLE: SSN

0	1	7	4	3	1	1	2	1	4	2
---	---	---	---	---	---	---	---	---	---	---

 RANK

S	S	I	G
---	---	---	---

ITEM 1. On the first line enter title of approving official; for example, the word "Commander." Skip a block between the words; for example

4	T	H	J	P	S	Y	O	P	I	C	O
---	---	---	---	---	---	---	---	---	---	---	---

 State and Zip Code may be left blank if unit address line 3 contains an APO number. State is a two-letter abbreviation; for example, Virginia is VA, New York is NY.

ITEM 2. Skip a block between words as shown in example, Item 1 above. State and ZIP may be left blank if unit address line 3 contains an APO number. State is a two-letter abbreviation; for example, Virginia is VA. Fill in student's name line 3.

ITEM 3. Enter last name and SSN of the student whom you will be supervising. If the student is enrolling for a complete course check title and branch which the student requested. If, on the other hand, the student is requesting only selected subcourses check the box labeled "Selected Subcourses ONLY" and list the subcourse numbers in the spaces provided in item 5.

ITEM 4. Enter one of the following letters to identify your personnel classification in box 50. Civilian = C, General Officer = G, Commissioned Officer = O, Warrant Officer = W, Enlisted = E, Cadets = D, and Foreign students = F.

Branch (boxes 53, 54): Enter AR for Armor, IN for Infantry; FA for Field Artillery; AD for Air Defense Artillery. For other branches print the title above the boxes.

Rank. Enter rank, for example: PFC, SSG, SGM, MAJ.

ITEM 5. If the student whom you are going to supervise is enrolling only for selected subcourses, list these subcourse numbers in the spaces provided. Note that your subcourse numbers start with a "U" instead of the "0." The letter "U" identifies the materials as being the Supervisor's Subcourse Test Packet. Otherwise the subcourse numbers are identical.

ITEMS 6 and 7 Self-explanatory.

SUPERVISED ON-THE-JOB EXTENSION TRAINING
(SOJET)

STUDENT TRAINING PLAN
FOR

OPERATIONS SERGEANT OR ASSISTANT OPERATIONS SERGEANT
DUTY POSITIONS

SAMPLE

★ **ACCP**

TEST FORM 4 d
July 1979

EXTRACT

C-1

(A-29)

DIRECTIONS:

Column 1 - SUPERVISOR: Identify the tasks you, as the supervisor, expect a person in this duty position to perform. For each task, enter "Y" (for YES) if you expect the task to be performed by this duty position. Enter "N" (for NO) if you do not expect the person in this duty position to perform that task.

Column 2 - SUPERVISOR: For each task checked "YES" in Column 1, rate the level of skill which the person in this duty position must have to perform this task in an acceptable manner. Use the Rating Key given below to make these ratings. Record your rating by entering the rating number chosen in the box provided in Column 2 after each task.

Column 3 - SUPERVISOR: Rate the level of skill with which your student candidate can presently perform each of the tasks you have marked "YES" in Column 1. You may wish to consult with the student candidate while making these ratings. Use the Rating Key given below. Record your ratings by entering the rating number chosen in the boxes provided in Column 3 after each task.

Column 4 - STUDENT AND SUPERVISOR: Order training subcourses. Student candidate and supervisor should review the entries made in Columns 2 and 3 to identify the candidate's task training needs. Identify subcourses desired by entering "Y" (for YES) in the box provided for each subcourse in Column 4. Enter "N" (for NO) if you decide the student doesn't need the particular subcourse. Use Column 4 when entering the course or subcourses desired on the Student's Enrollment Form and the Supervisor's Registration Form.

Rating Key: Levels of Task Performance Skill (Columns 2 & 3)

Rating

- | | | |
|---|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1 | EXTREMELY LIMITED | - Can do simple parts of the task. Needs to be told or shown how to do most of the task. |
| 2 | PARTLY PROFICIENT | - Can do most parts of the task. Needs help only on hardest parts. May not meet local demands for speed or accuracy. |
| 3 | COMPETENT | - Can do all parts of the task. Needs only a spot check of completed work. Meets minimum local demands for speed and accuracy. |
| 4 | HIGHLY PROFICIENT | - Can do the complete task quickly and accurately. Can tell or show others how to do the task. |

STUDENT NAME: _____

OPERATIONS SERGEANT/ASSISTANT OPERATIONS SERGEANT - TASKS FOR ALL BRANCHES OF THE COMBAT ARMS

Subcourse Number	Subcourse/Lesson Title Duty Position: OPS SGT/ASST OPS SGT - Combat Arms	Col. 1	Col. 2	Col. 3	Col. 4
		Tasks Required (enter Y or N)	Skill Required (enter rating number chosen)	Present Skill (enter rating number chosen)	Subcourses desired (enter Y or N)
OS0001	MAINTAIN PUBLICATIONS #1. Use Chargeout Card. #2. Determine Publications for Library. #3. Request Publications and Update Master List. #4. Supervise Posting of Changes to Publications.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
OS0002	SUPERVISE PREPARATION OF CORRESPONDENCE #1. Proof Military Letters. #2. Proof Indorsements. #3. Proof Disposition Forms. #4. Proof Non-Military Letters and Memorandums.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
OS0003	SUPERVISE MAINTENANCE OF ARMY FUNCTIONAL FILES				<input type="checkbox"/>
OS0004	MANAGE TRAINING RESOURCES #1. Coordinate Training Schedules. #2. Prepare Training Ammo Forecast.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
OS0005	EVALUATE CONDUCT OF TRAINING #1. Prepare for Observation of Training. #2. Observe Conduct of Training. #3. Evaluate Training.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
OS0006	PREPARE UNIT READINESS REPORT				<input type="checkbox"/>
OS0007	PLAN AND COORDINATE CEREMONIES #1. Determine Support Requirements. #2. Determine Sequence of Events. #3. Prepare Letter of Instruction (LOI).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
OS0008	SUPERVISE PREPARATION OF BRIEFING CHARTS				<input type="checkbox"/>
OS0009	PREPARE LOADING CARDS FOR GROUND/AIR MOVEMENT				<input type="checkbox"/>
OS0010	PREPARE FOR GROUND MOVEMENT OPERATIONS #1. Organize the Steps to be Performed. #2. Develop Vehicle Load and Road Movement Plans. #3. Prepare Road Movement Strip Map. #4. Assemble Road Movement Operations Order (OPORD). #5. Assemble Information for FRAG Order.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
OS0011	PREPARE FOR AIR DEPLOYMENT #1. Determine Aviation Requirements to Support Movement. #2. Prepare Loading Plans for an Air Movement. #3. Assemble Air Movement Operations Order (OPORD). #4. Prepare Briefing on Movement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

STUDENT NAME: _____

OPERATIONS SERGEANT/ASSISTANT OPERATIONS SERGEANT - TASKS FOR ALL BRANCHES OF THE COMBAT ARMS

Subcourse Number	Subcourse/Lesson Title Duty Position: OPS SGT/ASST OPS SGT - Combat Arms	Col. 1	Col. 2	Col. 3	Col. 4
		Tasks Required (enter Y or N)	Skills Required (enter rating number chosen)	Present Skill (enter rating number chosen)	Subcourse desired (enter Y or N)
OS0012	SUPERVISE THE ESTABLISHMENT/DISPLACEMENT OF THE TACTICAL OPERATIONS CENTER (TOC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OS0013	SUPPORT CONDUCT OF FIELD OPERATIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#1. Supervise the Encoding/Decoding of Messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	#2. Supervise the Maintenance of SITHAP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	#3. Prepare Situation Report (SITREP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	#4. Monitor Operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	#5. Request Close Air Support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OS0014	MAINTAIN OPERATION RECORDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	#1. Supervise Posting of Daily Staff Journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	#2. Maintain S-3 Workbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OPERATIONS SERGEANT/ASSISTANT OPERATIONS SERGEANT - ARMOR

Subcourse Number	Subcourse/Lesson Title Duty Position: OPS SGT/ASST OPS SGT - ARMOR	Col. 1	Col. 2	Col. 3	Col. 4
		Tasks Required (enter Y or N)	Skills Required (enter rating number chosen)	Present Skill (enter rating number chosen)	Subcourse desired (enter Y or N)
OR1490	PREPARE AIRCRAFT MANIFESTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OR1495	COORDINATE ENGINEER REQUIREMENTS TO SUPPORT OPLAN/OPORD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OR1496	COORDINATE COMMUNICATIONS REQUIREMENTS TO SUPPORT OPLAN/OPORD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OR1497	ASSIST IN PLANNING BATTALION TACTICAL SECURITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OR1498	PREPARE OPERATIONS REPORTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPERATIONS SERGEANT/ASSISTANT OPERATIONS SERGEANT - FIELD ARTILLERY

Subcourse Number	Subcourse/Lesson Title Duty Position: OPS SGT/ASST OPS SGT - Field Artillery	Col. 1	Col. 2	Col. 3	Col. 4
		Tasks Required (enter Y or N)	Skills Required (enter rating number chosen)	Present Skill (enter rating number chosen)	Subcourse desired (enter Y or N)
QA6102	PREPARE A CONSOLIDATED TARGET LIST AND OVERLAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QA6104	PREPARE SCHEDULES FOR FA FIRES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JA6105	IDENTIFY MISSIONS, CAPABILITIES, LIMITATIONS, AND EMPLOYMENT CONSIDERATIONS OF FIELD ARTILLERY RADAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QA6106	ASSEMBLE A FIRE SUPPORT PLAN AND PREPARE IT FOR DISTRIBUTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B
On-Site Interviews

1. Structured Interview Forms For:

- o Enrolled Students
- o Registered Supervisors
- o Potential Students/Supervisors Who Requested Information About Program
- o Potential Students/Supervisors Who Had Not Requested Information About Program
- o Multiple Option Questions For all Persons Interviewed

2. Interview Data

STRUCTURED INTERVIEW FOR
ENROLLED STUDENTS

1. How did you find out about the SOJET OPS/INTEL program?
2. Did you first find out about it before or after December 15th?
3. How was the enrollment information obtained?
4. Who made contact?
 - o student
 - o supervisor
 - o someone else in the shop
5. Why did you decide to enroll in the course?
 - o promotion points
 - o needed to improve job proficiency
 - o needed to pass SQT
 - o told to enroll
6. How did you go about finding a course supervisor?
7. Was it easy for you to find a course supervisor? If no, what types of problems did you have?
8. Has your supervisor had any extensive experience in a S2/S3 position? If no, do you feel he could serve as a subject matter expert?
9. How did you decide on the courses/subcourses you enrolled in? What was the basis for selecting subcourses?
10. Did you enroll for a complete course? Why? Only certain subcourses? Why?

11. To help you enroll in the course you were provided with a Student Training Plan. How did you use this plan, and did you find it useful? Did you use it to identify your task training needs; to identify subcourses or courses, etc.?
12. Did the Student Training Plan help identify job requirements and job deficiencies?
13. Did you and your supervisor or someone else review the Student Training Plan together?
14. Did you have any trouble with the enrollment forms and procedures?
15. Who prepared the forms?
16. Do you think there should be any changes to enrollment instruction or forms?
17. Did you receive a Student Guide after enrolling? How did you use this guide, and did you find it useful?
18. Did the Student Guide clearly describe what you were expected to do?
19. How long after enrollment was it received?
20. Did you expect that all materials would be sent to you at once?
21. Did receiving all materials at once cause you any trouble?
22. Where do you keep the materials?
23. Is anyone besides yourself using your subcourse/course materials?
24. How did you decide which subcourse to begin with and which to take next?

25. What arrangements have you made with your supervisor for taking subcourse tests?
 - o set up a schedule
 - o concrete plans
26. Who gave you the pretests?
27. Who scored the pretests?
28. Did you get your test booklet back for review after taking the pretest?
29. What happened to pretest scores? Do you know if your supervisor mailed them in?
30. What do you think happens when you send in a "NO GO" pretest score?
31. Do you feel that taking the pretest was of any value to you? If yes, what exact value? If no, didn't it help you to identify the areas in your lesson materials which you needed to study?
32. Who gave you the posttest?
33. Who scored the posttest?
34. Were tests scored immediately after the test was administered?
35. Were there any problems that you were aware of in the scoring of the posttest?
36. What do you think happens when you send in a "NO GO" posttest score?

37. Do you think having a course supervisor is a good idea?
- o Did the supervisor explain course materials to you?
 - o Did the supervisor explain why a test item was scored incorrectly?
 - o In what activities do you see a supervisor being most helpful?
38. What do you think about the lesson material? For example, were they easy to read and understand?
- o To your knowledge, was the information accurate?
 - o Did you find any mistakes in the course material?
39. Has taking the SOJET OPS/INTEL course helped you in any way on your job?
- o Did the material help you learn your job?
 - o Would you take another similar course?
40. Is there anything you would like to see done to the SOJET OPS/INTEL Program to make it better? (Training Delivery, course materials, etc.)
- o Is there anything you particularly like about this program?
 - o Is there anything you particularly dislike about this program?

STRUCTURED INTERVIEW FOR
REGISTERED SUPERVISORS

1. How did you find out about the SOJET OPS/INTEL program?
2. Did you first find out about it before or after December 15th?
3. How was the Supervisor's Guide and enrollment information obtained?
4. Who made contact?
 - o student
 - o supervisor
 - o someone else in the shop
5. What were your reasons for registering as a supervisor?
 - o Do you feel that this approach to training will help supervisors conduct OJT?
6. Do you think that the Supervisor's Guide adequately explained the extent of supervisor's involvement in the program?
7. How were the subcourses/courses for which the student enrolled identified?
 - o What was the basis for the student enrolling in a complete course; what was the basis for the student enrolling only in certain subcourses? Did you use it to identify your unit's task training needs; to identify student task training needs; to identify subcourses or courses the student was to enroll in, etc.?
8. To help in identifying subcourses/courses, you were provided with a Student Training Plan. How did you use this plan? Did you find it useful? Did you use it to identify your task training needs; to identify courses or subcourses the student should enroll in, etc.?
9. Did the Student Training Plan help identify job requirements and job deficiencies?

10. Did you and your student review the Student Training Plan together?
11. Did you have any trouble with the enrollment forms and procedures?
12. Who prepared the forms?
13. Do you think there should be any changes to enrollment instruction or forms?
14. Did you expect that all the materials would be sent to you at once?
15. Did receiving all supervisor materials at one time present any problems to you?
16. Approximately how long after mailing enrollment application forms to IPD did you receive all of your supervisor materials?
17. Did you receive all of your supervisor materials within a few days of your student receiving all course materials?
18. Do you see any advantage to having all of the subcourse materials on hand when student begins training?
19. Have you returned any student and supervisor scan sheets?
 - o When were the scan sheets returned to IPD?
 - o What, if anything, was returned with them?
20. What arrangements have you made for administering the subcourse tests?
 - o set up any schedules
 - o concrete plans for administration and scoring
21. Who administered the pretests?
22. Who scored the pretests?

23. Did you have any problems in administering the pretest?
24. Did you have any problems in scoring the pretest?
25. What happened if a "NO GO" was received on a pretest?
26. What do you think happens when you send in a "NO GO" pretest score?
27. When were pretest results returned to IPD?
 - o immediately after they were scored
 - o a few days/weeks later
 - o with the posttest
28. Who administered the posttest?
29. Who scored the posttest?
30. Did you have any problems in administering the posttest?
31. Did you have any problems in scoring the posttest?
32. Were tests scored immediately after the test was administered?
33. What happened to the posttest if a "NO GO" was received?
34. What do you think happens when you send in a "NO GO" posttest score?
35. When were posttest results returned to IPD?
 - o immediately after they were scored
 - o a few weeks later
 - o after the student passed all requirements

36. How much administrative time is necessary to meet all SOJET OPS/INTEL supervisory duties for a subcourse?
37. Are there any record keeping activities required on your part related to SOJET?
38. In what manner have you found the course materials to be useful?
- o Have you used SOJET subcourse/course lessons as reference materials for yourself or other personnel? If yes, were they also registered or enrolled in the course?
 - o Do you think course materials could serve as valuable reference data?
 - o Would you like to have a complete set of 59 subcourses to use as reference material?
39. If you had a complete set and a student was to enroll as a result of completing the first pretest of any subcourse, do you feel that students would bother to enroll or just use the materials as reference?
40. Is there anything you would like to see done with the SOJET OPS/INTEL Program to make it better? (Training delivery, course materials, etc.)
- o Is there anything you particularly like about this program?
 - o Is there anything you particularly dislike about this program?

STRUCTURED INTERVIEW FOR POTENTIAL STUDENTS/SUPERVISORS
WHO HAVE REQUESTED INFORMATION ABOUT THE PROGRAM

1. How did you find out about the SOJET OPS/INTEL program?
 - o Green publicity packet
 - received in mail
 - given to you by whom
 - o Read about it in what publication
 - o Word of mouth from whom
2. Did you first find out about it before or after December 15th?
3. How did you obtain the Supervisor's Guide and enrollment forms?
 - o Filled out and mailed G.P.P. form
 - o Letter to IPD
 - o Telephoned IPD
4. Why did you request Supervisor's Guide and Enrollment information?
 - o Interested as a student
 - o Interested as a supervisor
 - o Just curious
5. Did the Supervisor's Guide give you a clear description of the program?
 - o If "No" what aspects did you find confusing or not clear
 - o If "don't remember" or "didn't read it" do you have any intentions of re-reading or reading the Supervisor's Guide.
6. What was your reaction to the program described in the Supervisor's Guide?
7. Can you tell us why nobody enrolled in the program after you received the Supervisor's Guide?

8. Do you feel the SOJET OPS/INTEL program may be useful to you in the future?
9. Who is most and least likely to become students (duty position)?
10. Who is most and least likely to become supervisors (duty position)?
11. Are there other training programs (informal OJT) that would serve your training needs better?

STRUCTURED INTERVIEW FOR POTENTIAL STUDENTS/SUPERVISORS
WHO HAVE NOT REQUESTED INFORMATION ABOUT PROGRAM

1. Interested as:
☐ a potential student (omit questions #7, 8)
☐ a potential supervisor (omit question #9)
☐ Both
2. Do you see a need to OPS/INTEL duty position training?
3. What type of training do you think would best serve this need?
☐ Informal on-the-job training
☐ Formal institutional training in a school
☐ Traditional correspondence courses that do not formally involve a supervisor
☐ Supervised On-The-Job Extension Training Program
☐ Other. Specify _____
4. Are you aware of the Supervised On-The-Job- Extensive Training OPS/INTEL Program?
5. When and how did you become aware of the SOJET OPS/INTEL Program?
6. What do you know (if anything) about the SOJET OPS/INTEL Program?
7. Would you be able and willing to participate as a supervisor if you had to administer pre and post tests for approximately ten subcourses when it takes about 60 minutes per subcourse?
 - o It takes approximately ten hours per course
 - o One subcourse per week
8. What are your feelings about being registered (enrolled) along with a student?

9. What are your feelings about being enrolled along with a supervisor?
10. What do you think of having the student's supervisor administer and score a pretest before each training package and a posttest at the completion of the training package?

MULTIPLE OPTION QUESTIONS FOR ALL
PERSONS INTERVIEWED

I. ENROLLMENT METHOD:

Which do you think would work best in your situation?

- a. Having the supervisor complete all enrollment forms.
- b. Having the student complete all enrollment forms.
- c. Having the learning centers enroll the students.
- d. Having the student and supervisor enroll together as is being done in the SOJET OPS/INTEL Program.

II. QUANTITY SHIPPED:

Which do you think would work best in your situation?

- a. Having materials sent to you all at once.
- b. The student and supervisor identifying how many subcourses and which ones they would like to receive in each shipment.
- c. Having 3 to 5 subcourses automatically sent when necessary.

III. RECEIVING LOCATION:

Which do you think would work best in your situation?

- a. Having all materials sent to the supervisor.
- b. Having all materials sent to the student.
- c. Having student materials sent to the student and supervisor materials sent to supervisor.
- d. Having all materials sent to a learning center.

IV. TEST SCORING:

Which do you think would work best in your situation?

- a. To have IPD score the tests.
- b. To have a supervisor score the tests as is presently being done.
- c. To have someone in the Learning or Education Center score the tests.

V. ROLE OF SUPERVISOR:

Which do you think would work best in your situation?

- a. Having a supervisor as in the present SOJET program.
- b. Having no supervisor.
- c. Using the Learning or Education Center personnel as a supervisor.
- d. Other. Specify _____

Table B-1. HOW DID YOU FIND OUT ABOUT THE OPS/INTEL PROGRAM?

Response Options	Persons Requesting as Supervisors ¹			Persons Requesting as Students ¹		
	Officers (N=5)	E6-E8 (N=22)	E3-E5 (N=1)	Officers (N=1)	E6-E8 (N=1)	E3-E5 (N=6)
Green Publicity Packet	60%	50%	100%	100%	50%	
DOA Publications		9%			33%	
Post Publicity		9%				
Word of Mouth	40%	14%			17%	
Other						
Do not Remember		4%				
No Response		14%				

¹Persons requesting information but not enrolled

Table B-2. HOW DID YOU OBTAIN SUPERVISOR GUIDE/ENROLLMENT FORMS?

Response Options	Persons Requesting as Supervisors			Persons Requesting as Students		
	Officers (N=5)	E6-E8 (N=22)	E3-E5 (N=1)	Officers (N=1)	E6-E8 (N=1)	E3-E5 (N=6)
Green Publicity Packet	80%	50%				50%
Letter to IPD	20%	14%		100%		33%
Telephone to IPD		18%				17%
Other		9%				
Do not Remember		9%	100%			
No Response						

¹Persons requesting information but not enrolled

Table B-3. DID SUPERVISOR'S GUIDE PROVIDE CLEAR DESCRIPTION OF PROGRAM?

Response Options	Persons Requesting as Supervisors ¹			Persons Requesting as Students ¹		
	Officers (N=5)	E6-E8 (N=22)	E3-E5 (N=1)	Officers	E6-E8 (N=1)	E3-E5 (N=6)
Yes	40%	36%			100%	17%
Yes, conditionally		14%				
No		14%				50%
Have not received	20%	22%				17%
Have not read/other	40%	14%	100%			17%
No Response						

¹Persons requesting information but not enrolled

Table B-4. REACTION TO PROGRAM AS DESCRIBED IN SUPERVISOR'S GUIDE

Response Option	Persons Requesting as Supervisors ¹			Persons Requesting as Students		
	Officers (N=5)	E6-E8 (N=22)	E3-E5 (N=1)	Officers (N=1)	E6-E8 (N=1)	E3-E5 (N=6)
Favorable, Looks good	80%	32%	100%	100%	33%	
Marginally in Favor						
Unfavorable		4%				
Did not Understand		18%			50%	
Do not Need Program		9%				
Not Applicable	20%	37%				17%
No Response						

¹ Persons requesting information but not enrolled

Table B-5. WHY HAS NO ONE ENROLLED IN PROGRAM?

Response Options	Persons Requesting as Supervisors ¹		Persons Requesting as Students ¹		
	Officers (N=5)	E6-E8 (N=22)	E3-E5 (N=1)	Officers (N=1)	E3-E5 (N=6)
Lack of Time	60%	9%		100%	17%
Lack of Personnel		23%			
Lack of Need		14%			17%
Plan to Enroll/ Currently Enrolled	20%	9%			17%
Not Applicable	20%	27%			
No Response		18%	100%		50%

¹persons requesting information but not enrolled

Table B-6. IS THERE A NEED FOR OPN/INTEL DUTY POSITION TRAINING (Q2)

	Potential Students ¹ (N=58)	Potential Supervisors ¹ (N=148)
Yes	100%	98%
No	None	2%
No Response	None	None

¹Potential supervisors/students not requesting program information

Table B-7. BEST TYPE OF TRAINING FOR OPN/INTEL DUTY POSITION (Q3)²

	Potential Students (N=54)	Potential Supervisors (N=127)
Informal QJT	23	40
Formal Institutional Training/TDY	16	39
Traditional Correspondence Courses	4	19
SOJET Program	5	12
Other	6	17
No Response	0	0

¹Potential supervisors/students not requesting program information

²Less Ft. Riley 1 and Ft. Sill

Table B-8. KNOWLEDGE OF SOJET OPN/INTEL PROGRAM (Q4)

POTENTIAL SUPERVISORS ¹	Totals (N=137)	Nov-Dec Interviews (N=10)	Jan Interviews (N=52)	Feb-March Interviews (N=75)
Aware of Program	46.7%	20%	63.5%	33.7%
Not Aware of Program	53.3%	80%	36.5%	61.3%
No Response/Not sure	None	None	None	None
POTENTIAL STUDENTS ¹	(N=57)	(N=3)	(N=17)	(N=37)
Aware of Program	30%	33.3%	51.2%	24.3%
Not Aware of Program	70%	66.3%	58.8%	75.7%
No Response/Not sure	None	None	None	None

¹Persons who had not requested information about programs

Table B-9. WILLINGNESS OF POTENTIAL SUPERVISORS¹ TO ADMINISTER/SCORE TESTS (Q7)

	S2 Respondents %		S3 Respondents %	
	Officers (N=28)	E6-E8 (N=21)	Officers (N=34)	E6-E8 (N=40)
Willing	92%	95%	70%	72%
Not Willing	7%	5%	16%	18%
May be Willing	None	None	8%	10%
No Response	None	None	6%	None

¹Potential supervisors who had not requested information about program

Table B-10. FEELINGS OF POTENTIAL SUPERVISORS¹ ABOUT REGISTERING ALONG WITH STUDENT (08)

	S2 Respondents %		S3 Respondents %	
	Officers (N=28)	E6-E8 (N=21)	Officers (N=34)	E6-E8 (N=40)
Favorable	100%	100%	97%	92.5%
Unfavorable	None	None	3%	7.5%
No Response	None	None	None	None

¹ Potential supervisors who had not requested information about program

Table B-11. FEELINGS OF POTENTIAL STUDENTS¹ ABOUT ENROLLING ALONG WITH SUPERVISORS (Q9)

	S2 Respondents %		S3 Respondents %	
	Officers (N=None)	E3-E5 (N=30)	Officers (N=None)	E3-E5 (N=26)
Favorable		90%	N/A	88%
Unfavorable		30%		22%
No Response		None		

¹Potential students who had not requested information about program

Table B-11. FEELINGS OF POTENTIAL STUDENTS¹ ABOUT ENROLLING ALONG WITH SUPERVISORS (Q9)

	S2 Respondents %		S3 Respondents %	
	Officers (N=None)	E3-E5 (N=30)	Officers (N=None)	E3-E5 (N=26)
Favorable		90%	N/A	88%
Unfavorable		30%		22%
No Response		None		

B-26 ¹ Potential students who had not requested information about program

Table B-12. PREFERRED ENROLLMENT PROCEDURES

Interviewees	Response Options ¹				
	a	b	c	d	Other
Enrolled Students (7)	1	1	2	3	
Registered Supervisors (2)				1	1
Persons requesting information about program as:					
a. potential students (7)	0	0	3	4	
b. potential supervisors (19)	7	3	4	5	
Persons who had not requested information about program but who are:					
a. potential students (54)	5	10	12	18	9
b. potential supervisors (125)	21	32	15	49	8
Summary	34	46	36	80	18

¹Response Options:

- a. Having supervisor complete all enrollment forms.
- b. Having student complete all enrollment forms.
- c. Having learning centers enroll students.
- d. Having student and supervisor enroll together (SOJET procedure).

Table B-13. PREFERRED SHIPMENT QUANTITY

Interviewees	Response Options ¹					Unk/NA
	a	b	c	d	Other	
Enrolled Students (7)	2	2	3			
Registered Supervisors (2)	1					1
Persons requesting information about program as:						
a. potential students (7)	6					1
b. potential supervisors (19)	16	2				1
Persons who had not requested information about program but who are:						
a. potential students (54)	18	25	10			1
b. potential supervisors (125)	52	41	27	1		4
Summary	95	70	40	1		8

¹Response Options:

- a. Having materials sent to you all at once.
- b. Student and supervisor identify how many subcourses and which ones to receive in each shipment.
- c. Having 3 to 5 subcourses automatically sent when necessary.

Table B-14. PREFERRED RECEIVING LOCATION

Interviewees	Response Options ¹					Unk/NA
	a	b	c	d	Other	
Enrolled Students (7)	2	2				3
Registered Supervisors (2)	1					1
Persons requesting information about program as:						
a. potential students (7)	1	2	4			
b. potential supervisors (19)	13	6				
Persons who had not requested information about program but who are:						
a. potential students (54)	17	17	17			3
b. potential supervisors (125)	55	26	31	8		5
Summary	89	53	52	8		12

¹Response Options:

- a. Having all materials sent to the supervisor.
- b. Having all materials sent to the student.
- c. Having student materials sent to the student and supervisor material sent to the supervisor.
- d. Having all materials sent to a learning center.

Table B-15. PREFERRED TEST SCORING PROCEDURES

Interviewees	Response Options ¹					Unk/NA
	a	b	c	d	Other	
Enrolled Students (7)	1	3	3			
Registered Supervisors (2)		1				1
Persons requesting information about program as:						
a. potential students (7)	1	4	2			
b. potential supervisors (19)	5	10	2	1		1
Persons who had not requested information about program but who are:						
a. potential students (54)	10	30	7	7		
b. potential supervisors (125)	41	62	16	1		5
Summary	58	110	30	9		7

¹Response Options:

- a. Have IPD score tests.
- b. Have supervisor score tests as is done at present (SOJET procedure)
- c. Have someone in learning or educational center score tests.

Table B-16. PREFERRED ROLE OF COURSE SUPERVISOR

Interviewees	Response Options ¹					Unk/NA
	a	b	c	d	Other	
Enrolled Students (7)	1	2	1			3
Registered Supervisors (2)		1				1
Persons requesting information about program as:						
a. potential students (7)	4	1	2			
b. potential supervisors (19)	10	2	7			
Persons who had not requested information about program but who are:						
a. potential students (54)	36	9	4	1		4
b. potential supervisors (125)	78	21	11	3		12
Summary	129	36	25	4		20

¹Response Options:

- a. Having a supervisor as in present SOJET program.
- b. Having no supervisor.
- c. Using learning or education center personnel as supervisors.
- d. Other.

SECTION C

Survey of National Guard And Reserve Personnel

1. Survey Forms For:
 - o Enrolled Students
 - o Registered Supervisors
2. Survey Data

DEPARTMENT OF THE ARMY
ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT (IPD)
US ARMY TRAINING SUPPORT CENTER

SURVEY OF SOJET ENROLLED STUDENTS

In order to improve the quality of the Supervised On-The-Job Extension Training (SOJET) OPS/INTEL Program, IPD is conducting a survey of enrolled students. Your participation in this survey is completely voluntary. The information obtained from this form will be used to improve training delivery to the field. Your responses will be compiled with all others and used only for the above stated purpose.

Please complete the inside of this form by checking the appropriate responses and answering all other questions. When completed remove the outer cover. Then fold this form in half, staple and mail to us no later than 31 January 1979. Your participation in this effort will prove valuable to both IPD and future extension training programs.

Thank you,


MARGARET S. BURTON
Chief, Student Services Division

1. How did you find out about the SOJET OPS/INTEL program?

☐

Green publicity
packets

☐

Word of mouth

☐

Unit Commander

☐

Other
Specify _____

2. How did you initially become enrolled in the program?

☐

Felt you needed
additional train-
ing and approached
someone to act as
your supervisor

☐

Felt you needed
additional train-
ing and approach-
ed your unit
commander to find
someone to act as
your supervisor

☐

Were approached
by supervisor and
requested to enroll

☐

Other
Specify _____

3. Did you find the enrollment instructions and forms clear and easy to complete?

☐

Yes

☐

No Specify _____

☐

Did not fill out enrollment forms

4. Did receiving subcourse materials all at once pose any problems to you?

☐

Yes Specify _____

☐

No

5. Do you see any benefit in receiving subcourse materials all at once?

☐

Yes Specify _____

☐

No

☐

Makes no difference

6. When and where are you studying subcourse lesson materials?

7. Do you ever have the opportunity to practice the tasks trained in subcourse lessons on the job?

8. Where are subcourse pre and post tests being administered and by whom?

9. Who is scoring subcourse pre and post tests? And when are they being scored?

10. Do you have any major objections, concerns or recommendations regarding this program?

Note: If additional response space is needed insert page. Indicate question number(s) to which you are responding.

DEPARTMENT OF THE ARMY
ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT (IPD)
US ARMY TRAINING SUPPORT CENTER

SURVEY OF SOJET REGISTERED SUPERVISORS

In order to improve the quality of the Supervised On-The-Job Extension Training (SOJET) OPS/INTEL Program, IPD is conducting a survey of SOJET supervisors. Your participation in this survey is completely voluntary. The information obtained from this form will be used to improve training delivery to the field. Your responses will be compiled with all others and used only for the above stated purpose.

Please complete the inside of this form by checking the appropriate responses and answering all other questions. When completed remove the outer cover. Then fold this form in half, staple and mail to us no later than 31 January 1979. Your participation in this effort will prove valuable to both IPD and future extension training programs.

Thank you,


MARGARET S. BURTON
Chief, Student Services Division

1. How did you find out about the SOJET OPS/INTEL program?

☐
Green publicity
packets

☐
Word of mouth

☐
Unit Commander

☐
Other
Specify _____

2. How did you initially become involved in the program as a supervisor?

☐
Knew individuals
who needed to
enroll

☐
Potential
students
approached you
to act as their
supervisor

☐
Commander
approached you
to act as a
supervisor

☐
Other
Specify _____

3. Did you find the enrollment instructions and forms clear and easy to complete?

☐ Yes

☐ No Specify _____

☐ Did not fill out enrollment forms

4. Did receiving subcourse materials all at once pose any problems to you?

☐ Yes

☐ No Specify _____

5. Do you see any benefit in receiving subcourse materials all at once?

☐ Yes Specify _____

☐ No

☐ Makes no difference

6. How are you using subcourse lesson materials?

☐
To support
group study
during drill
sessions

☐
As class-
room training
materials

☐
As individual-
ized self-study
at home

☐
As individualized
self-study at
scheduled periods
during drill sessions

☐
Solely as
reference
materials

☐
Other
Specify _____

7. Where are pre and post tests administered?

☐
Student administers
at home

☐
Supervisor
administers during
drill sessions

☐
Other
Specify _____

8. Who is scoring the pre and post tests?

9. Are you administering and scoring a pretest before each subcourse?

☐
In all
cases

☐
In some
cases

☐
Not at
all

☐
Other
Specify _____

10. How long (days) after a student completes a test is it before the test is scored?

11. How long (days) is it before test results are reviewed with the student?

12. How does this type of supervised on-the-job extension training work in your setting?

13. Do you have any major objections, concerns or recommendations regarding this program?

Note: If additional response space is needed insert page. Indicate question number(s) to which you are responding.

Table C-1 HOW DID YOU FIND OUT ABOUT THE SOJET OPS/INTEL PROGRAM? (Q1)

	Enrolled Students (N=38)	Registered Supervisors (N=32)
Green Publicity Packet	34%	66%
Word of Mouth	8%	22%
Unit Commander	8%	6%
Other	50%	6%

Questionnaire Survey of Reserve and National Guard Units

Table C-2 HOW DID YOU INITIALLY BECOME ENROLLED IN THE PROGRAM? (38)¹ (Q2)

Felt needed additional training and approached someone to act as supervisor	71%
Felt needed additional training and asked unit commander to find someone to act as supervisor	5%
Approached by supervisor and requested to enroll	8%
Other	16%

¹ Reserve/National Guard Enrolled Students

Table C-3 HOW DID YOU INITIALLY BECOME INVOLVED IN THE PROGRAM AS A SUPERVISOR (N=32)¹ (Q2)

Knew individuals you needed to enroll	31%
Potential student approached me to act as supervisor	53%
Commander approached me to act as supervisor	9%
Other	6%

¹ Reserve/National Guard Registered Supervisors

Table C-4 DID YOU FIND THE ENROLLMENT INSTRUCTIONS AND FORMS
CLEAR AND EASY TO COMPLETE? (Q3)

	Enrolled ¹ Students (N=38)	Registered Supervisors (N=32)
Yes	68%	67%
No	13%	18%
Did not fill out enrollment forms	19%	15%

¹ Reserve/National Guard Personnel

Table C-5 DID RECEIVING COURSE MATERIAL ALL AT ONCE
POSE ANY PROBLEM TO YOU? (04)

	Enrolled, Students (N=38)	Registered, Supervisors (N=32)
Yes	5%	16%
No	95%	84%

¹ Reserve/National Guard Personnel

Table C-6 DO YOU SEE ANY BENEFIT IN RECEIVING SUBCOURSE MATERIALS ALL AT ONCE? (Q5)

	Enrolled, ¹ Students (N=38)	Registered, ¹ Supervisors (N=32)
Yes	68%	81%
No	21%	13%
Makes no Difference	11%	6%

¹ Reserve/National Guard Personnel

Table C-7 WHEN AND WHERE ARE YOU STUDYING SUBCOURSE
LESSON MATERIALS? (N=44)^{1,2} (Q6)

During drill/weekend meetings	9%
At home	57%
Both of the above	18%
At work; other	16%

¹Multiple response allowed

²Reserve/National Guard Enrolled Students

Table C-8 DO YOU EVER HAVE THE OPPORTUNITY TO PRACTICE THE TASKS
TRAINED IN SUBCOURSE LESSONS ON THE JOB? (N=38)¹ (Q7)

Yes; Yes, frequently	68%
Yes sometimes; fairly often	5%
Seldom, occasionally; probably	8%
No; not yet	16%
No Response	3%

¹ Reserve/National Guard Enrolled Students

Table C-9 WHERE ARE SUBCOURSE PRE AND POST TESTS
ADMINISTERED AND BY WHOM? (N=38) (Q8)

	Pre-Tests	Post-Tests
Tests Administered at:		
Armory; drill hall	82%	84%
Home	13%	11%
Both of the above	3%	3%
No Response	2%	2%
Tests Administered by:		
Supervisor, Section SGT; S2 or S3	80%	80%
Someone designated by Supervisor	--	--
Training Officer	--	3%
Myself	13%	10%
Other	--	--
No Response	7%	7%

¹Reserve/National Guard Enrolled Students

Table C-10 WHO IS SCORING SUBCOURSE PRE AND POST TESTS?
WHEN ARE THEY SCORED? (N=38)¹ (Q9)

	Pre-Tests	Post-Tests
Tests Scored by:		
Supervisor; Section SGT; S2 or S3	92%	92%
Someone designated by Supervisor	--	--
Training Officer	3%	3%
Myself	3%	3%
Other	--	--
No Response	2%	2%
Tests Scored:		
Immediately after taking test	47%	42%
1-2 days after test; ASAP	13%	16%
3-5 days after test	3%	3%
Between drill sessions	11%	13%
Other	--	--
No Response	26%	26%

¹ Reserve/National Guard Enrolled Students

Table C-11 HOW ARE YOU USING SUBCOURSE LESSON MATERIAL? (N=45)^{1, 2} (Q6)

To support group study during drill sessions	14%
As classroom training materials	4%
As individualized self-study at home	53%
As individualized self-study at scheduled periods during drill sessions	14%
Solely as reference materials	2%
Other	11%
No Response	2%

¹Multiple Responses Allowed

²Reserve/National Guard Registered Supervisors

Table C-12 WHERE ARE PRE AND POST TESTS ADMINISTERED? (N=34)¹, ² (Q7)

Student administers at home	24%
Supervisor administers during drill sessions	56%
Other	18%
No Response	3%

¹Multiple Responses Allowed

²Reserve/National Guard Registered Supervisors

Table C-13 WHO IS SCORING PRE AND POST TEST? (N=32)¹ (Q8)

Supervisor	87%
Student	--
Pre-test by student; post-test by supervisor	7%
Other	--
No Response	3%

¹ Reserve/National Guard Registered Supervisors

Table C-14 ARE YOU ADMINISTERING AND SCORING A PRETEST
BEFORE EACH SUBCOURSE? (N=32)¹ (Q9)

In all cases	69%
In some cases	28%
Not at all	3%
Other	--

¹ Reserve/National Guard Registered Supervisors

Table C-15 HOW LONG AFTER A STUDENT COMPLETES A TEST IS IT
BEFORE THE TEST IS SCORED? (N=32)¹ (Q10)

Immediately; same day	53%
1-2 days later	19%
3-5 days later	6%
6+ days later; between drills	12%

¹Reserve/National Guard Registered Supervisors

Table C-16 HOW LONG IS IT BEFORE TEST RESULTS ARE
REVIEWED WITH STUDENT? (N=32)¹ (Q11)

Immediately; same day	75%
1-2 days later	9%
3-5 days later	3%
6+ days later; between drills	13%

¹ Reserve/National Guard Registered Supervisors

Table C-17 HOW DOES THIS TYPE OF SUPERVISED ON-THE-JOB EXTENSION
TRAINING WORK IN YOUR SETTING? (N=32)¹ (Q12)

Works well; like program	72%
Works fairly well	25%
Doesn't work well	3%
Poor program	--

¹ Reserve/National Guard Registered Supervisors

SECTION D

Survey of Individuals Requesting
Information About SOJET Program

1. Survey Form

2. Survey Data

DEPARTMENT OF THE ARMY
ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT (IPD)
US ARMY TRAINING SUPPORT CENTER

SURVEY OF INDIVIDUALS REQUESTING INFORMATION ABOUT THE SUPERVISED
ON-THE-JOB EXTENSION TRAINING (SOJET) OPS/INTEL PROGRAM

In order to improve the quality of the SOJET OPS/INTEL Program and to meet your specific training needs, IPD is conducting a survey of individuals who requested the SOJET Supervisor's Guide and enrollment applications and have neither enrolled as a student nor registered as someone's supervisor. The information obtained from this form will be used to assess training needs and to improve the SOJET OPS/INTEL Program. Your responses will be compiled with all others and used only for research purposes.

Please complete the attached form. Remove from the outer cover, fold, staple, and mail within the next two weeks. Your participation in this effort will prove valuable to both IPD and future extension training programs.

Thank you,


MARGARET S. BURTON
Chief, Student Services Division

SURVEY OF INDIVIDUALS REQUESTING INFORMATION

1. Why did you request information regarding the SOJET OPS/INTEL Program?
(Check one or more)

☐

Interested
as a potential
student

☐

Interested
as a potential
supervisor

☐

Just curious

☐

Other
Specify _____

2. Did you receive a Supervisor's Guide and enrollment applications as a result of requesting information? (Check one)

☐

Yes

☐

No

☐

Do not remember

☐

Other
Specify _____

3. Did you find the Supervisor's Guide and enrollment applications clear and easy to read? If not please specify what was unclear.

4. What was your reaction to the program described in the Supervisor's Guide?

5. Why didn't you (or anyone else) enroll in the program after receiving the Supervisor's Guide?

6. Do you have any intentions of enrolling yourself or others in the SOJET OPS/INTEL program in the future?

Note: If additional response space is needed insert page. Indicate question number(s) to which you are responding.

Table D-1 DID YOU RECEIVE A SUPERVISOR'S GUIDE AND ENROLLMENT APPLICATION AS
A RESULT OF REQUESTING INFORMATION ABOUT THE PROGRAM? (Q2)

	Potential Supervisors (N=18)	Potential Students (N=16)	Persons Interested for "Other" Reasons (N=12)	Σ (N=46)
Yes	78%	94%	75%	83%
No	22%	6%	25%	17%

Table D-2 DID YOU FIND THE SUPERVISOR'S GUIDE AND ENROLLMENT APPLICATION
CLEAR AND EASY TO READ? (Q3)

	Potential Supervisors (N=18)	Potential Students (N=16)	Persons Interested for "Other" Reasons (N=12)	Σ (N=46)
Yes	50%	88%	67%	67%
Yes, but too much Admin. work	11%	6%	8%	9%
No	5%	--	8%	4%
NA/No Response	28%	--	--	11%
Haven't Got Guide Yet	5%	6%	17%	9%

Table D-3 WHAT WAS YOUR REACTION TO THE PROGRAM DESCRIBED IN THE
SUPERVISOR'S GUIDE (Q4)

	Potential Supervisors (N=18)	Potential Students (N=16)	Persons Interested for "Other" Reasons (N=12)	Σ (N=46)
Favorable	73%	69%	75%	72%
Unfavorable	--	19%	8%	9%
Miscellaneous	--	6%	--	2%
NA/No Response	22%	--	--	9%
Didn't Get Guide	6%	6%	17%	9%

Table D-4 WHY DIDN'T YOU, OR SOMEONE ELSE, ENROLL IN THE PROGRAM
AFTER RECEIVING THE SUPERVISOR'S GUIDE? (Q5)

	Potential Supervisors (N=18)	Potential Students (N=16)	Persons Interested for "Other" Reasons (N=12)	Σ (N=46)
Have Enrolled Someone	28%	13%	17%	20%
Expect to Enroll Someone Soon	11%	13%	17%	13%
Inappropriate time/ Heavy workload now	22%	25%	8%	20%
Insufficient time to enroll someone yet	--	--	8%	2%
Too much work involved in program admin.	--	6%	--	2%
No one to enroll now/ no one eligible	11%	6%	--	13%
Have sent material to BN for review	--	--	17%	4%
Misc. responses	--	--	17%	4%
Didn't receive Guide	5%	13%	8%	9%
NA/No Response	22%	25%	8%	20%

Table D-5 DO YOU INTEND TO ENROLL YOURSELF OR OTHERS IN THE SOJECT OPS/INTEL PROGRAM
IN THE NEAR FUTURE? (Q6)

	Potential Supervisors (N=18)	Potential Students (N=16)	Persons Interested for "Other" Reasons (N=12)	Σ (N=46)
Already Have	--	6%	8%	4%
Yes	72%	81%	33%	65%
Possibly	11%	13%	33%	13%
No	6%	--	8%	9%
NA/No Response	11%	--	17%	9%

SECTION E

Survey of Active Army and NG/USAR
Students and Supervisors

1. Survey Forms
2. Survey Data
(Located in Report)

DEPARTMENT OF THE ARMY
ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT (IPD)
US ARMY TRAINING SUPPORT CENTER

☐ ☐ ☐ ☐ ☐ ☐ ☐


Respondent Identification No.

SURVEY OF SOJET REGISTERED SUPERVISORS

In order to improve the quality of the Supervised On-The-Job Extension Training (SOJET) OPS/INTEL Program, IPD in cooperation with the Army Research Institute is conducting a survey of SOJET supervisors. Your participation in this survey is completely voluntary. The information obtained from this form will be used to improve training delivery to the field. Your responses will be compiled with all others and used only for the above stated purpose.

Please complete the inside of this form by checking the appropriate responses and answering all other questions. When completed remove the outer cover. Then fold this form in half, staple and mail to us no later than 14 September 1979. Your participation in this effort will prove valuable to both IPD and future extension training programs.

Thank you,


MARGARET S. BURTON
Chief, Student Services Division

Form No. PT 5308 b

SURVEY OF REGISTERED SUPERVISORS IN SOJET OPS/INTEL PROGRAM

Instructions. Have you administered one or more subcourse tests? ☐ Yes; ☐ No. If No, answer only those questions proceeded by an asterisk (*).

- * 1. Have you received your SOJET program Material? ☐ Yes; ☐ No.
- 2. About how many minutes does it take you on the average to:
 - a. ☐ enroll one student? d. ☐ review results of 1 test with a student?
 - b. ☐ give one test? e. ☐ send results of 1 test to ACCP?
 - c. ☐ score one test?
- * 3. In your opinion does it take too much time to function as a SOJET program supervisor?
☐ Yes; ☐ Sometimes; ☐ No.
- * 4. Has personnel turnover:
 - a. prevented potential students from enrolling in the SOJET program? ☐ Yes; ☐ Sometimes; ☐ No.
 - b. prevented students from completing the SOJET program? ☐ Yes; ☐ Sometimes; ☐ No.
 - c. made you or others reluctant to register as a course supervisor? ☐ Yes; ☐ Sometimes; ☐ No.
- * 5. In your unit has SOJET lesson material been useful for any of the following purposes. Check all reasons that apply.
 - a. ☐ as reference material;
 - b. ☐ as training material/job aids for persons not enrolled in the program;
 - c. ☐ as an aid in preparing for SQTs;
 - d. ☐ inform you or other supervisors how to perform certain tasks
 - e. ☐ Other. Please describe briefly.

6. The following questions relate to testing procedures. Check one answer only

	<u>Never</u>	<u>Sometimes</u>	<u>Usually</u>	<u>Always</u>
a. Do you personally admin. and score pre-tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you personally admin. and score all posttests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are the test scoring guides easy to use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are the test scoring guides Accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you study lesson or test material before giving a test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you allow students to take tests as "open book" exams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Do you provide feedback to students within 1-2 days after test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Do you have any problems finding a place to store tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* i. Do you have any problems maintaining test security?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* j. Is it difficult to find a time then both you and the student are free to take and to review a test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- * 7. Would you prefer that (check one)
- ☐ all lesson/test material be sent at one time(one-shot mailing)?
 - ☐ material be sent one to three lessons at a time?
 - ☐ other. Explain briefly
- * 8. Would you prefer that (check one)
- ☐ lesson material be sent to student and tests sent to supervisor?
 - ☐ all material be sent to supervisor?
 - ☐ all material be sent to student?
 - ☐ other. Explain briefly.
- * 9. Would you prefer that (check one)
- ☐ lesson and test material be sent to unit by ACCP?
 - ☐ lesson and test material be stored locally?
 - ☐ other. Describe briefly.
- * 10. After you and the student have received all of your lesson/test material, how do you decide the order in which the lesson material will be studied? Explain briefly.
- * 11. Would you prefer that all lesson and test material (check one)
- ☐ be stored at ACCP and sent to you after a student enrolls?
 - ☐ be stored within unit so that student can immediate start studying after enrolling in a course/subcourse?
 - ☐ other. Explain briefly
- * 12. In your judgement are SOJET lessons relevant to job requirements?
☐ No; ☐ Sometimes; ☐ Usually; ☐ Always; ☐ Other. Explain briefly.
13. In your judgement does the job proficiency of personnel noticeable improve as the result of studying SOJET OPS/INTEL lesson material?
☐ Yes; ☐ Usually; ☐ Sometimes; ☐ No; ☐ Other. Explain briefly.
14. Does the use of SOJET OPS/INTEL lesson material reduce the time required to train personnel on-the-job?
☐ Yes; ☐ Usually; ☐ Sometimes; ☐ No; ☐ Other. Explain briefly.
- * 15. What feature(s) of the SOJET OPS/INTEL program do you think are most in need of change? Describe briefly.

DATA REQUIRED BY THE PRIVACY ACT OF 1974
(5 U.S.C. 552a)

TITLE OF FORM

Survey of SOJET Supervisors (PT 5308 b)

PRESCRIBING DIRECTIVE

AR 70-1

1. AUTHORITY

10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3. ROUTINE USES

This is an experimental personnel data collection form developed for the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

FORM

Privacy Act Statement - 26 Sep 75

DA Form 4368-R, 1 May 75

DEPARTMENT OF THE ARMY
ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT (IPD)
US ARMY TRAINING SUPPORT CENTER

□ □ □ □ □ □ □

Respondent Identification No.

SURVEY OF SOJET ENROLLED STUDENTS

In order to improve the quality of the Supervised On-The-Job Extension Training (SOJET) OPS/INTEL Program, IPD in cooperation with the Army Research Institute is conducting a survey of SOJET students. Your participation in this survey is completely voluntary. The information obtained from this form will be used to improve training delivery to the field. Your responses will be compiled with all others and used only for the above stated purposes.

Please complete the inside of this form by checking the appropriate responses and answering all other questions. When completed remove the outer cover. Then fold this form in half, staple and mail to us no later than 14 September 1979. Your participation in this effort will prove valuable to both IPD and future extension training programs.

Thank you,

Form No. PT 5308 a


MARGARET S. BURTON
Chief, Student Services Division

SURVEY OF STUDENTS ENROLLED IN SOJET OPS/INTEL PROGRAM

Instructions. Have you studied and been tested on one or more subcourses? ☐ Yes; ☐ No.
If no, answer only those questions preceded by an asterisk (*).

1. Have you received your SOJET lesson material? ☐ Yes; ☐ No.
- * 2. What were your reasons for enrolling as a student?(check all that apply)
 - a. ☐ was told to enroll;
 - b. ☐ earn promotion points;
 - c. ☐ help learn my job
 - d. ☐ Prepare for SQT.
 - e. ☐ Obtain material for use as references;
 - f. ☐ Other. Describe briefly.
- * 3. Have you had any difficulty finding or keeping a course supervisor?
☐ Yes; ☐ No. Any comments?
- * 4. Would you prefer that (check one):
 - a. ☐ all lesson/test material be sent at one time(one-shot mailing);
 - b. ☐ material be sent one to three lessons at a time;
 - c. ☐ other. Describe briefly.
- * 5. Would you prefer that (check one)
 - a. ☐ lesson material be sent to student and tests sent to supervisor;
 - b. ☐ all material be sent to supervisor;
 - c. ☐ all material be sent to student
 - d. ☐ other. Describe briefly
- * 6. Would you prefer that all lesson and test material (check one)
 - a. ☐ be stored at ACCP and sent to you after you enrolled;
 - b. ☐ be stored within unit so you could immediately start studying material after you enroll;
 - c. ☐ other. Explain briefly.
- * 7. How did you decide the order in which to study subcourse material? Explain briefly.
- * 8. Would you prefer(check one)
 - a. ☐ to have a course supervisor;
 - b. ☐ not to have a course supervisor;
 - c. ☐ don't care one way or the other.
9. In your unit has SOJET lesson material been useful for any of the following purposes? Check all that apply.
 - a. ☐ as reference material;
 - b. ☐ as training material/job aids for persons not enrolled in program;
 - c. ☐ to inform supervisor how certain tasks should be performed;
 - d. ☐ as an aid in preparing for SQT
 - e. ☐ other. Describe briefly.

Instructions. Answer the following questions by checking one of the numbers to the right of each question. The numbers are defined as:

1 = Never
2 = Sometimes

3 = Usually
4 = Always

5 = Not Applicable or Don't Know

- | | | | | | | |
|-------|---------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 10. | Does your supervisor administer and score your pre-tests? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| 11. | Does your supervisor administer and score your posttests? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 12. | Is your supervisor readily available to administer and score your tests? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| 13. | Does your supervisor provide feedback to you within one or two days after you take a test? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| 14. | Do you get to look at your lesson material when taking a pre-test? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| 15. | Do you get to use your lesson material when taking a posttest? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 16. | Do field trips, special assignments, etc. interrupt your study? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 17. | Do you think that SOJET lesson material is easy to understand? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 18. | Does study of lesson material adequately prepare you to take a posttest? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 19. | Does the lesson material cover tasks which you perform on the job? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 20. | Are the procedures described in the lesson material similar to those you use on the job? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 21 | Does study of SOJET material help you perform better on the job? | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| * 22 | What features of the SOJET OPS/INTEL program do you think are most in need of change? Describe briefly? | | | | | |

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM

Survey of SOJET Students (PT 5308 a)

PRESCRIBING DIRECTIVE

AR 70-1

1. AUTHORITY

10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3. ROUTINE USES

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4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

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FORM

Privacy Act Statement - 28 Sep 75

DA Form 4368-R, 1 May 75

E-9